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ABSTRACT

Developed by a state committee on human relations for administrators, classroom teachers, special service personnel, parents, and community groups, this curriculum guide contains ideas and suggestions for implementing principles of human relations into the educational system. Major sections discuss: (1) The American Democratic Society, (2) Major Areas of Concern or Conflict in Human Relations, (3) What "Good Human Relations" Means, and (4) Improving Human Relations Understanding in the School. The guide also contains nine resource units for different grade levels, which cover such topics as understanding different cultures, developing self concepts, and reading, and five inservice teacher training programs, which cover such topics as black music, desegregation, integration, and Indian education. Included with the resource units and inservice programs are concepts to be developed, behavioral objectives, learning activities, and educational resources. A self evaluation form for teachers and administrators is also included. (SB)

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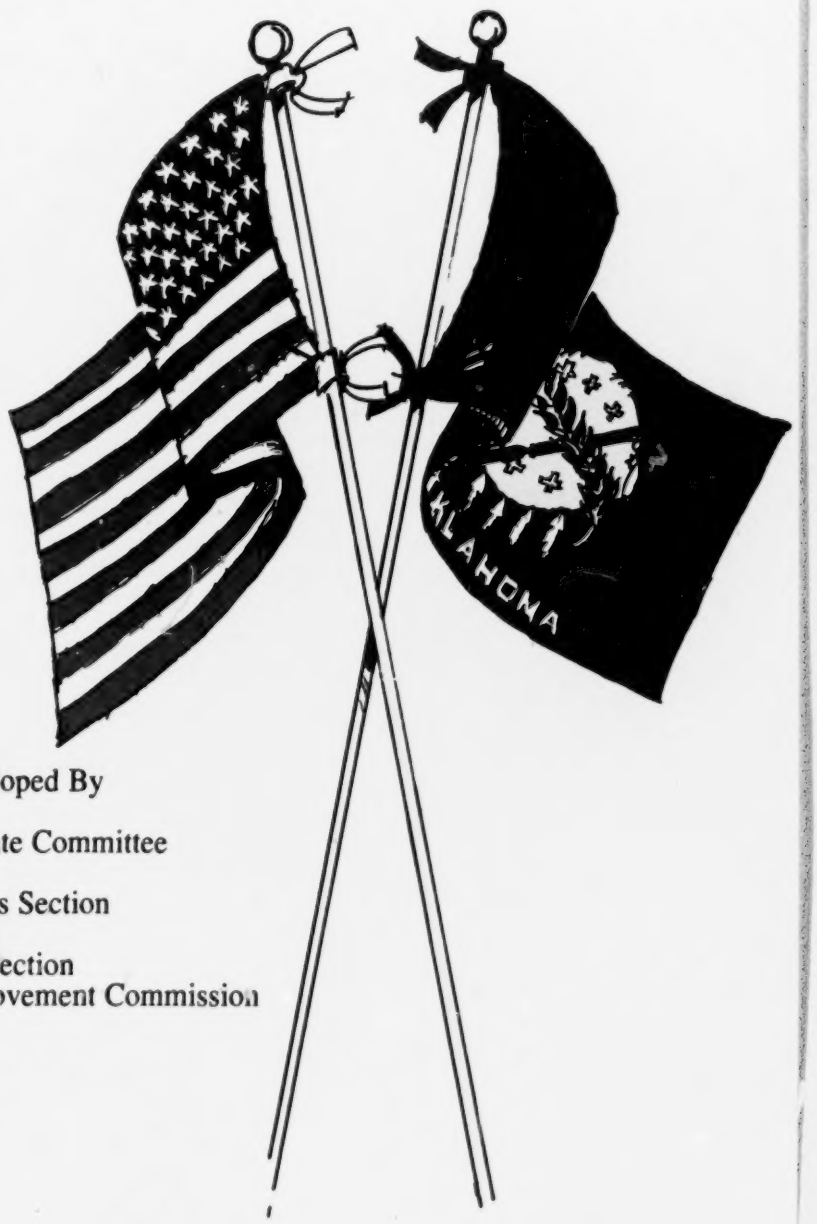
HUMAN RELATIONS EDUCATION IN OKLAHOMA SCHOOLS



Materials Developed By
the
Human Relations State Committee
of the
Human Relations Section
and the
Curriculum Section
Oklahoma Curriculum Improvement Commission

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Oklahoma State Department of Education
Leslie Fisher, Superintendent
1971

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A CURRICULUM GUIDE FOR HUMAN RELATIONS EDUCATION IN OKLAHOMA SCHOOLS

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FOREWORD

One of the major concerns of both education and society today is the continuing efforts of many to provide understanding and experiences which will promote desirable human relations.

There are, as we know, no sure answers or easy solutions to the conflicts facing society and our schools today. In an effort to develop suitable and current materials in the area of human relations we have involved administrators, teachers, and other appropriate personnel in the preparation of these materials.

We are indebted to participants of the conference who worked so diligently in developing this material. I want to personally thank those who have contributed toward this project.

We believe this curriculum guide, if used throughout the schools of our state, will be an advance toward a working continuum of efforts to improve intergroup understanding.

Leslie Fisher
State Superintendent of Public Instruction

ACKNOWLEDGMENTS

Appreciation is expressed to the agencies, consultants, and members of the State Human Relations Committee for their contributions to the preparation of this guide.

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THIS WE BELIEVE

The importance of human relations in public education cannot be overemphasized. Unless knowledge is tempered with tolerance and understanding in dealing with human relations problems, formal learning can only result in the training of those whose leadership is not safe.

Many problems plague our world today because we fail to understand and appreciate the motives and attitudes of others. It is only to state a truism to say that strife and misunderstandings will abound until such attitudes are altered through our human relations efforts.

Those of us who are associated with public education in Oklahoma believe that:

- Students must become and remain a constructive force in our efforts to improve human relations in our culture.

- Chief administrators and boards of education in our schools must be committed to the spirit of the Civil Rights Act of 1965 and set in motion every possible constructive force which will improve human relations practices in our schools.

- Principals, supervisors, and teachers must understand and appreciate their role in the great task of improving human relations through their efforts in our schools.

- Teacher aides and all non-certified personnel must realize the impact for good which they can make in the program of human relations in our schools.

- Parents and friends of public education throughout the state must find ways and means of resolving any residue of prejudice which may militate against our goal of "Equal Opportunity for All."

- Community leaders as well as all community agencies must promote by word and deed all concepts and ideas which are designed to improve human relations and common understandings.

- Municipal, county and state governmental leaders must constantly seek to build a better state and world through the promotion of common understandings and ideas through improved human relations practices.

- Human relations efforts must be an outgrowth of knowledge, understandings and refined attitudes.

It is clearly our task to convey this knowledge, impart these understandings and develop these attitudes.

INTRODUCTION

The future of the American Democratic concept may depend upon the effectiveness of the human relations education program in the public schools. It is with this sobering thought in mind that this guide is written. Established values are constantly being challenged, hostility toward others is, in some instances, becoming more apparent, and frustration and apathy toward the improvement of human relationships is increasing.

It is with this challenge that this committee has prepared this curriculum guide for administrators, classroom teachers, special service personnel, parents and community groups.

It is hoped that the material here will present ideas that can be used and adapted in each Oklahoma school for improvement in all areas of human relations. It is felt that Oklahoma schools, if positive planned programs are undertaken, will continue to be among the state leaders in this field.

The material for the guide was compiled and prepared by members of the State Committee on Human Relations. These people represent all geographical sections of the state, large, medium, and small schools and towns, and the major ethnic groups in the state. To them, the basis for human relations education is the sincere belief and acceptance in the worth and dignity of each individual.

"The Teacher and Human Relations Education" guide was printed in 1966 by the State Department of Education. While this has proved to be of value, requests were received to revise the booklet, to expand the material, and to include suggestions for learning activities in human relations education which might be adapted for use by each classroom teacher.

Improving human relations is a continuing endeavor for each individual. Whether we are one to one, in a group, in a role as leader or as follower, our sensitivity to another's needs and our ability to communicate verbally or nonverbally will determine our understanding and acceptance of others. This can be learned; this can be taught. One is not born with prejudices; he learns them. It is said that the needs and feelings of each person evolve from his environment, his inheritance, his ethnic orientation, his value systems and his past experiences. As he sees himself, his own self-concept affects his relationships with others.

The child comes to school to learn skills, knowledge, and to live with others. This is our task as educators.

In this guide are some suggestions for implementing principles of human relations in the educational system. In-service for administrators and teachers is an important first step as is the self-evaluation questionnaire for administrators and teachers. A requisite for long-range improvement in human relations is the involvement of school personnel, parents, pupils, and community in planning and implementing a program which will develop a mutual understanding not only of the needs and feelings of the individual and of the groups and the social problems confronting the school, home, and community, but also of an understanding and acceptance of the resultant responsibilities of the individual and the groups which accompany this striving toward attainment of individual and group social rights. American citizenship and the human relations concept is built upon the understanding of others and upon the balance of rights and responsibilities.

No guide is any better than the people who use it. The committee sincerely hopes this guide will be of practical value to you in your schools. The resource units have been successful in the Oklahoma schools where they were used.

The 70's are crucial to education, to society, to each individual. How will Oklahoma schools meet this challenge?

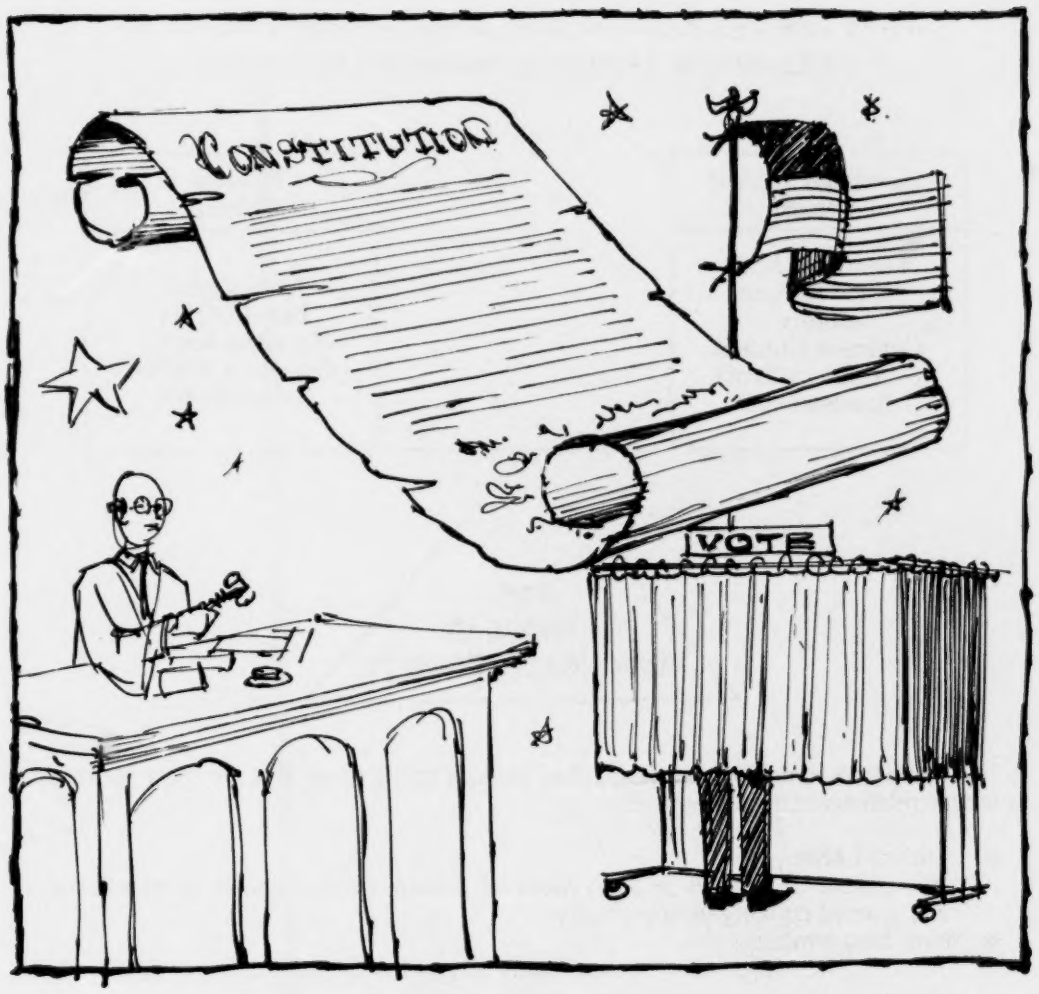
The material in this booklet will provide stimulation and guidance for both administrators and teachers in developing teaching ideas for better human relations. The resource units will give teachers suggestions for using their initiative and creative abilities.

This is a difficult area to strengthen our efforts in the schools for both administrators and teachers who are interested in achieving this purpose. The distribution and use of the promising ideas and practices presented in this booklet to the schools of Oklahoma will serve as a springboard for teachers in improving their teaching of human relations.

The leadership at all levels can appraise the present situation of their school and seek new methods to improve the social, economic and political problems of our society.

The problem of teaching human relations is not new, the members of this committee feel that our goal is to provide a new approach to meeting the problem.

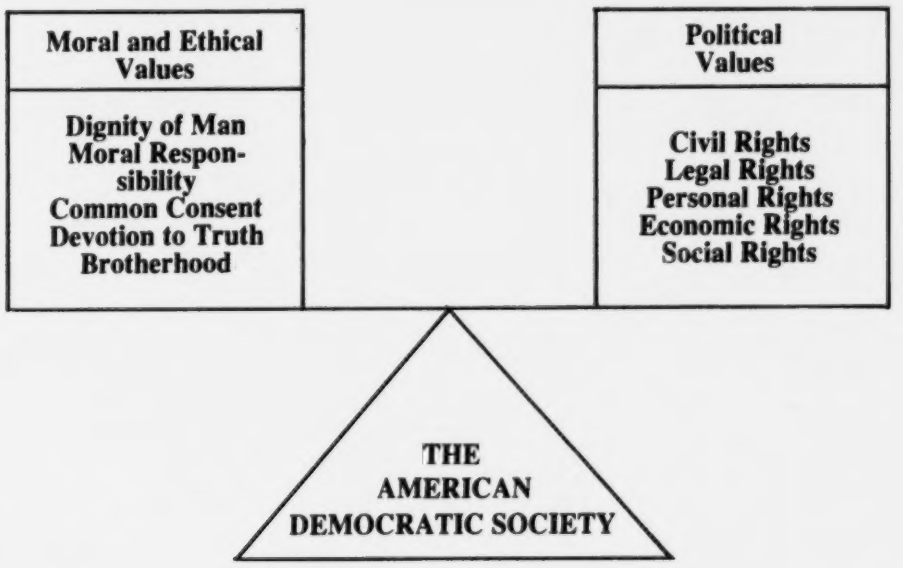
The feelings and emotions of people must be brought to realize we are to love our neighbor as ourselves. The fact is that the worth of an individual is as important as life itself. It only takes a little giving of ourselves to help someone along life's lonely journey. The feelings and emotions of all of us are so delicate and yet so important in making a life worthwhile. The social, economic and political ills can be solved by helping our neighbors.



THE AMERICAN DEMOCRATIC SOCIETY

In defining the American Democratic Society, we must be cognizant of the fact that there are substantial differences of opinion in the various concepts of the term and what it means to the individual. However, education should pioneer the way toward clarifying these principles which are the endowment and heritage of every American citizen. It is the responsibility of all basic institutions — local, state, and national — to strive for the fulfillment of the many concepts, principles, values and ideals as set forth in the great documents upon which our country was founded.

WHAT ARE THE BASIC MORAL, ETHICAL, AND POLITICAL VALUES OF THE AMERICAN DEMOCRATIC SOCIETY?



The moral and ethical values transmitted through our heritage that are most pertinent to human relations in the school are:

- Dignity of Man
  Recognizes all persons as individuals of human worth, capable of excellence, and granted equality of opportunity
- Moral Responsibility
  Assumes the obligation of responsibility relevant to the acceptance of democratic values
- Common Consent
  Adheres to the belief of the rule of the majority with respect for minority rights
- Devotion to Truth
  Endorses the belief that truth is necessary in all human relations
- Brotherhood
  Believes that men of all races or religious backgrounds are involved in achieving the same ultimate goal

These values have been expressed and protected by laws dating from the Constitution to present-day Civil Rights legislation. These acts provide for protection of the following values:

- Civil Rights
  Right of Expression
  Right of Worship
  Right of Assembly
  Right to Participate in Government
- Legal Rights
  Right to Equality before Law
  Right to Due Process of Law
  Right to Freedom from Arbitrary Arrest

- Personal Rights
  - Right to Mobility
  - Right to Protection
  - Right to Ownership
- Economic Rights
  - Right to Work
  - Right to Organize
  - Right to Fair Compensation
- Social Rights
  - Right to Education
  - Right to Participate in Cultural Life

In summary, the American democratic society has been built upon basic tenets of good human relations among all men. These beliefs and values are the heritage upon which education must continue to build by providing experiences for all children that will promote an even greater understanding and an even greater nation.

GENERAL STATEMENT OF PROBLEMS

Issues and problems of interpersonal and intergroup relationships in this nation and in the world must be directly confronted. Political and legal actions have been the major motivating forces for achievement of equality and effective human relationships. Supreme court decisions, legislation in civil rights, the emergence of new African-Asian nations, international cooperation through the United Nations and other activities are relevant and important. **They are not enough.** Political action alone cannot achieve these desired results.

Public school educators have the responsibility to effectively implement the intent of the Civil Rights Act of 1964. Educators must assume the major responsibility for instruction in human relationships and interaction. These changes are long overdue in the social, economic and political fabric of our society. Teachers and children working together will develop skills, understandings, attitudes and values which support the importance of the individual and the concept of human dignity.

CULTURAL DIVERSITY AND HUMAN RELATIONS

The United States of America is a nation of immigrants. Ethnic and cultural groups now here, including the American Indian, had their origins elsewhere. Through the years the idea of America as a "melting pot" has persisted. However, within the present population produced by generations of acculturation, the separate and distinct threads of the culture of national, ethnic, and religious groups which have come to these shores remain.

Each group brought its own customs and patterns of behavior which underwent modification as life developed here. Diversification existed and still exists. All the citizens of our nation have not had equal access to educational opportunity. Social classes have developed. Countless millions still live in the shadow of economic poverty and cultural deprivation.

With all its weaknesses, the most significant force in molding the many into a whole has been the system of free public education. The program of the school must remain open and equally accessible to all pupils without relation to ethnic, religious, national or socioeconomic background.

If our nation is to capitalize on the strengths of its diverse population, we must have access to factual knowledge and intelligent interpretation of the factors which support diversity. It must be realized that much conflict and bitter controversy in the American society exists because millions of people have never had access to the truth regarding peoples of different ethnic, national, religious, social, political and economic groups.

Teachers must provide pupils with the chance to develop understandings, attitudes, and appreciations regarding problem areas which provoke these tensions and conflicts in our society. Achievement of this task must not be left to chance. Educators must identify places in the curriculum where experiences concerning good human relations will be provided for children and youth.

MAJOR AREAS OF CONCERN OR CONFLICT
IN HUMAN RELATIONS IN OUR SOCIETY

MAJOR AREAS OF CONCERN OR CONFLICT IN HUMAN RELATIONS IN OUR SOCIETY

- Health
  - Drug abuse or misuse
  - Adequate health care
  - Hospitalization
- Nutrition
  - Food additives
  - Inadequate diet
- Environmental Concern
  - Pollution of air and water
  - Maintaining ecological balance
  - Conservation of resources
- Changing Sexual Mores
  - Legalization of abortion
  - Marriage
  - Birth control — the pill
- Population Explosion
  - Regulation of family size to control population
- Youth-Adult Conflict
  - Voting age — 18 or 21
  - The age of reaching majority
  - Draft age
  - Dress and behavior — the hippy trend, mini or maxi hair and dress
  - The car — responsibilities of youth and of adults
- Minority Rights
  - Open housing
  - Integration
  - Genuine quality educational opportunity
  - Equal employment opportunity
  - Separatism or amalgamation
- Women's Rights
  - Education in home and child management
  - Training or education for employment
  - Equal rights — work, legal
  - Birth Control
- The role of government in solution of economic and social problems
  - Poverty and its alleviation
  - Mental illness
  - Crime and delinquency
  - Society's responsibility for the aging
- Police-community relations
  - Law enforcement and individual civil rights
  - Crime and delinquency
  - Preserving law and order
  - The right to peaceful dissent — riots, student unrest
- School-community relations
  - The school drop-out
  - Integration of school and staff in the public school
  - Busing
  - Public housing
  - Fair housing
  - Training and education for employment

- Labor-management relations
  - The right to work
  - On-the-job training of the disadvantaged
  - Hiring of the disadvantaged
  - Soaring prices and wages
  - Product quality control
- The impact of science and technology on the economic and social life of society.
  - Scientific and technological knowledge explosion and control
  - Exploration of space
  - Our shrinking world due to improved communication and transportation
  - Influence of television and news media on the public consumer as instigators of change and molders of thinking and behavior
- Inter-faith relations — the right to religious belief
  - Religion in the public schools — prayer and religious teaching forbidden
  - Changing moral and ethical values
- War and Peace
  - Atomic energy — for destructive use or peaceful aid to man
  - The right to wage war or the right to choose not to wage war
  - Individual rights or national rights and concerns take precedence
  - Weapons to wage war, criminal use, or for sports such as hunting, and individual protection
- Political Freedom
  - Voter apathy
  - Political extremism

WHAT ARE SOME OF THE MAJOR OBSTACLES TO IMPROVE HUMAN RELATIONS?

- **Racial diversity.** All cultures must make contributions to have a complete society.
- **Religious diversity.** All religions with their beliefs must be respected because they have contributed to the character controls and moral strengths of our society.
- **Value structures.** Value structures of major groups are different but they are basic contributions which helped to make a complete society.
- **Prejudice and discrimination.** They are a result of customs and habits which are a part of cultural differences. We must understand that many of these have contributed to our American society.
- **Family background.** The degrees of economic conditions and education result from the environment. We realize the ability of individuals is not equal.
- **Capacity for adjustment.** This is only achieved by the compassion of others to understand and help.
- **Teacher attitudes toward non-academic pupils and the non-conformist.** Prepare teachers to accept and understand differences.
- **Teacher-student-parent relations.** In our society today students want to be recognized as responsible individuals. A way should be opened to encourage students and teachers to discussion and problem solving before parents become involved.
- **Poor physical development and health.** This may be due to economic deprivation. Nutrition of mother and child not only affects health and physical development, but may affect learning ability.
- **Differences in aspirational level.** There is a differing aspirational level within the various cultures.
- **Teacher attitudes toward people of different socio economic backgrounds.** Teachers need to avoid rejection of the socio economically deprived child. Needs of individuals in various socio economic circumstances differ.

WHAT IS MEANT BY "GOOD HUMAN RELATIONS" IN THE SCHOOLS?

Prerequisites

- Human relations begin with a strong administrative leadership.
- To Create an atmosphere within the faculty, student body and community, a genuine desire to better understand the individual needs of each student, and to give them the necessary skills and knowledge to develop an environment where each person is treated with integrity as an individual.
- Teachers should practice a continued awareness of human relations attitude both in and out of the classroom and should understand the cultural and social backgrounds of students.
- Administrators should provide teachers with materials to assist in integrating minority history and culture in classroom instruction.

- Teachers should assist students to understand that effective group living comes about by observing rules and regulations.
- The classroom instruction should stimulate the process for development of such values as freedom, critical thinking, self-direction, creativity and cooperation — those very values which give meaning to democratic functioning.
- Recognition of the basic human needs and motivation should further emotional and social development.

1. Emotional development
   To have **each** child:
   a. Feel accepted, wanted and loved.
   b. Experience joy and beauty.
   c. Develop an acceptable self-image.
   d. Develop a sense of values.
   e. Experience success, gain self-confidence, and develop independence and personal responsibility.
2. Social development
   To have **each** child:
   a. Become more aware of the world around him and know how he relates to it.
   b. Learn to live comfortably with others.
   c. Understand that freedom to initiate and direct one's own experiences involves respect for authority and the rights of others.
   d. Learn to accept and understand his own feelings and those of others.
   e. Gain understanding of his relations to others.

Human Characteristics

- To avoid hostility, indifference, mistrust, prejudices and hatred the student body should be involved in planned and organized activities that will facilitate inter action of all minority groups into the total phases of the school program.
- To accomplish such a goal classrooms should use the influence and skills of community leaders of all races as resource personnel for in-service program of faculty and in-group counseling with students.

Behavior Patterns

- To avoid stereotyping and discrimination a teacher should be aware of the sensitivity that students may have for the "catch phrases" that might refer to their cultural and economic background.
  Some of the expressions most frequently used are:
  a. nigger shooter
  b. free, white and twenty-one
  c. nigger toe
  d. wild Indian
  e. white trash
  f. across the tracks
  g. wet backs
- A student should not become a scapegoat for a teacher's downgrading of his actions and abilities in the presence of his peers and superiors.
- Teachers in integrated classrooms should realize that every student should be provided a feeling of belonging tempered with direction and discipline. Love is not always an outwardly seen emotion but may be expressed in sincerity and **concern.**

IMPROVING HUMAN RELATIONS UNDERSTANDING IN THE SCHOOL

IMPROVING HUMAN RELATIONS UNDERSTANDING IN THE SCHOOL

I. What are some possible approaches to improved human relations in the schools?

The curriculum and every activity of the school should provide opportunities for the development of attitudes, values and behavior conducive to constructive human relationships. All school personnel should recognize and utilize these opportunities if improved human relationships are to be achieved. Every subject area of the curriculum on every grade level provides some unique opportunity for the teacher to increase knowledge and develop enlarged understanding and appreciation of the differences which divide and the similarities which exist. Increased attention to the similarities which exist is a profitable approach.

The key to good human relations in the school is a team of faculty and school leaders who exemplify in their behavior toward each other and toward students a genuine commitment to the values identified earlier with emphasis on respect for the individual. Faculty seminars and other in-service activities, utilizing competent outside resource people and consultants have been found useful. Some schools have successfully devoted preschool workshops to the exploration of problems associated with improved human relations education including the human relations dimension of the school dropout. Early training of prospective teachers should be focused on developing behavior and attitudes resulting in effective leadership in the area of human relations.

The extra-classroom program offers favorable situations for developing constructive attitudes and behaviors in human relations. Special assembly programs and inter-school exchange programs provide excellent opportunities for better understanding between diverse groups. The guidance program of the school is a rich resource, as are social action projects undertaken by various groups of students in the community or school.

Sound mental health for pupils and faculty is a characteristic of good schools. Improving school holding power and reduction of the drop-out rate is an item of high priority in American public education today. Success in this effort will occur when teachers and other education personnel freely accept all children and youth without regard to background and sincerely work with them at their level of comprehension and ability. The capacity of the pupil to identify with the school and to experience some success in his endeavors is basic to improved holding power. Faculty alertness in recognizing and doing something about improved human relations will permit a serious attack to be made on the problem. For example, a significant human relations factor is easily observable as the typical assortment of causes of dropouts is analyzed by a school staff.

Many schools have already taken the lead in stimulating community groups to explore the major areas of controversy and conflict which inhibit the development of good human relations. Some schools have successfully used:

1. The P.T.A. and the various booster clubs that require parental involvement.
2. In-service workshops that encourage school-community relationships.
3. Projects to promote adult education.
4. Community leaders as resource people.

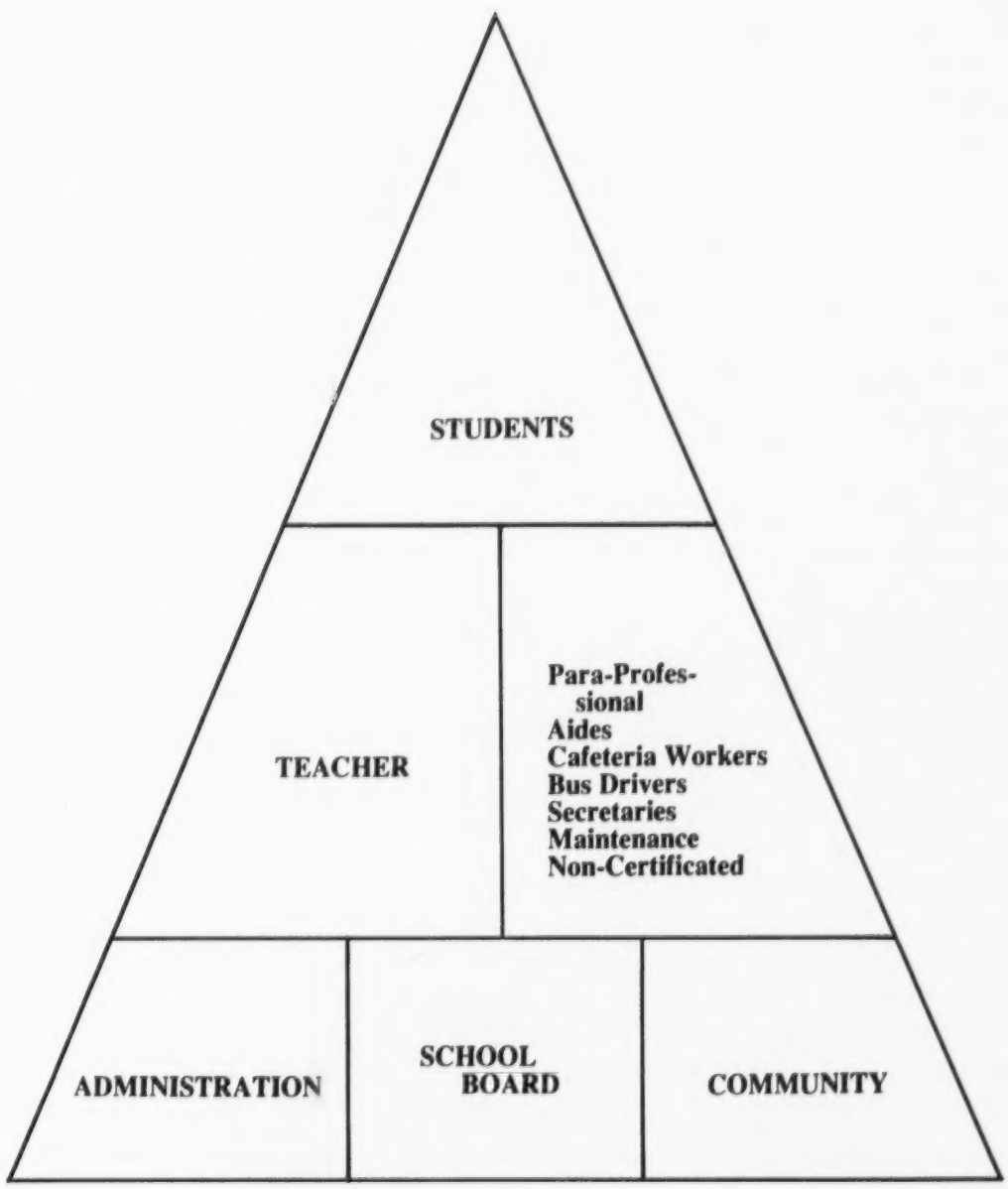
II. How can teachers acquire security in dealing with controversial issues and problems?

Teachers, school administrators and other professional and para-professional educators must deal courageously with the problems and issues which commonly provoke tension and conflict in school and community. They should be provided protection by board of education policies which appropriately protect academic freedom and which encourage teachers to plan effectively in providing opportunity for adolescents to explore, study and discuss the problems and issues which are currently the subject of adult discussion and controversy in the society. Human relations must be promoted by design,

not by accident. The individual teacher is obligated to surround these instructional efforts with a climate which encourages the search for truth and information based on the best research available. He is further obligated to encourage dissent, to avoid indoctrination and to provide challenging opportunities for the reduction of prejudice and intolerance.

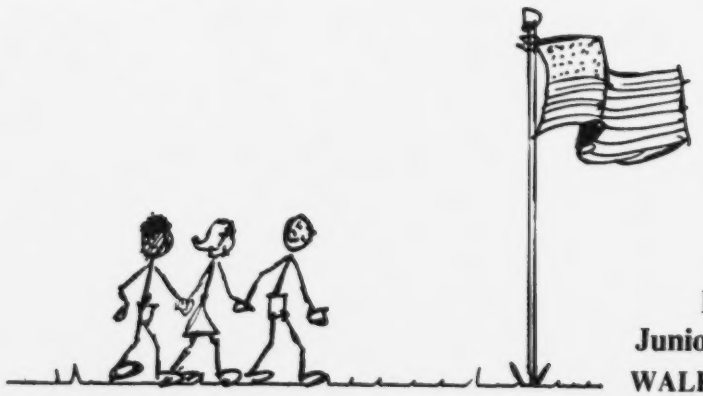
III. What can the teacher and administrator do?

- Recognize and appreciate cultural differences and similarities of members of the educational staff by the introduction of open forums, panels, discussions and other planned experiences dealing with inter-group problems.
- Discourage stereotyped ideas, concepts and expressions when they are damaging to good human relations by pointing to the worth, the dignity, the uniqueness of every individual regardless of his race, religion and socioeconomic background.
- Help other members of the staff such as para-professionals and non-certified personnel in developing behavior which respects differing cultures, races and groups.
- Avoid remarks which tend to downgrade any ethnic group such as the use of "trigger words" — spick, wop, honky, nigger, welfare, white trash, and the like.
- Recognize that the school in the changing social order must deal effectively with all groups in providing equality of educational opportunity for all based upon the premise that public education in America must be the agency through which the changing social order can be refined and made more meaningful.
- Establish a warm relationship with all pupils avoiding over-permissiveness and help each to identify with the school realizing that a child must know that he is accepted before productive work can be expected.
- Develop in pupils, parents, community leaders and all community agencies appreciation and understanding of differences and similarities between various cultures, races and creeds by realizing that every child must achieve to his optimum and that his achievements must be in line with his abilities.
- Recognize and provide for the motivational differences attributed to race and socioeconomic background by motivating each child to achieve to his maximum through the provision of a school curriculum where he can work at his own level. He must compete with himself rather than those of differing abilities.
- Emphasize the contributions made by people of all racial, ethnic and cultural groups to the American democratic society by a thorough study of the contributions which have been made to our democratic way of life by leaders of minority races such as Negro history, the contributions of the American Indian as well as other minority groups.
- Assist pupils to identify with and develop pride in the cultural group to which they belong.
- Recognize the distinct limitations of standardized test scores in interpreting the growth and achievement of many pupils who come from varying cultural and socioeconomic backgrounds by realizing that each individual is unique and that the behavioral characteristics of any child requires much objective information.
- Take into consideration the matter of cultural deprivation in working with children and youth from families in this category by understanding fully the parental, peer and community influences and the limits of deprivation which every child has experienced.
- Understand and appreciate the differing value systems which are the basis for the behavior of many pupils who belong to minority groups by recognizing that all behavior is caused and that behavioral change can come only through a change in the individual values which are held by the student.
- Seize opportunities to include appropriate elements of human relations education in the regular and extra-classroom program of the school by deliberately planning educational and community experiences which will direct the attention of both school and community to the need for improved human relations.


STUDENTS
TEACHER
Para-Profes-
sional
Aides
Cafeteria Workers
Bus Drivers
Secretaries
Maintenance
Non-Certificated
ADMINISTRATION
SCHOOL
BOARD
COMMUNITY

RESOURCE LEARNING ACTIVITIES

The learning activity units in this section are designed only to give classroom teachers some ideas of projects which have been tried successfully in Oklahoma schools. They are presented here in capsule form with much detail omitted. Each school and each classroom would need to adapt and expand the ideas given here to apply to its own situation.



RESOURCE UNIT
Junior High and Senior High
WALK A MILE IN MY SHOES

Concepts	Behavioral Objectives	Learning Activities	Materials & Resources
Brotherhood Equality of Opportunity for all men Understanding of others	The student will exhibit a basic understanding of respect for the rights of others The student will exhibit a basic understanding that equality of opportunity does exist for all The student shall resolve sensitivity and timidity The student will exhibit aggressiveness tempered with reason and judgment The student will develop self-respect	Play the suggested records or sing the songs Have students analyze words to the songs Have students read the suggested quotations Discuss similarities that exist between songs and quotations Encourage students to locate other songs or quotations that are essentially conveying the same message Encourage students to locate poetry, fables, legends, essays, folk tales, etc., that will contribute to the same basic philosophy of "walking a mile in my shoes."	"Walk a Mile In My Shoes" by Joe South, Copyright 1969, by Lowrey Music Co., Inc. "What Color Is God's Skin?" by Thomas Wilkes and David Stevenson, Copyright 1964, Up With People, Inc. "Carefully Taught" words by Oscar Hammerstein, II, music by Richard Rodgers, from **South Pacific,** Williamson Music Co., Inc. 1949 "He's Got the Whole World In His Hands" "Windows of the World," words by Hal David, music by Burt Bacharach. Blue Seas Music, Inc., and Jac Music Co., Inc. 1967

Learning Activities Cont.

Let students make tape recordings of select contributions, experimenting with sound effects and music

Study music of various cultures that expresses the theme of the unit

Locate contributions of American personalities whose lives exemplified the concept of "walking the mile" such as

Sequoyah
Jesse Stuart
Marian Anderson
Glen Cunningham
George Washington Carver

Give students art materials and say, "Draw equality." Allow time for students to think, to interact, and then ask for interpretation of drawings

Materials & Resources Cont.

"This nation was founded by men of many nations and backgrounds. It was founded on the principle that all men are created equal, and that the rights of every man are diminished when the rights of one man are threatened." John F. Kennedy

"All humanity is involved in a single process and all men are brothers. To the degree that I harm my brother, no matter what he is doing to me, to that extent I am harming myself. Why is this? Because men are brothers. If you harm me, you harm yourself." Dr. Martin Luther King, Jr.

"Treat all men alike. Give them all the same law. Give them all an even chance to live and grow." Chief Joseph

"The kind of world we long for can and will be achieved — a world in which all men will walk together as equals and with dignity." Ralph Bunche

Materials & Resources Cont.

"Injustice anywhere is a threat to justice everywhere." Dr. Martin Luther King, Jr.

Bartlett's **Book of Famous Quotations**

There's An Indian In Your Classroom Max Snow, Director of Indian Education, Public Dept. of Education, Boise, Idaho.

Great Negroes, Past and Present by Russell L. Adams, Afro-American Publ. Company, Inc., Chicago, Illinois 1969

Afro-American Contributors to American Life. Benefic Press, 1970

International Library of Negro Life and History. Publishers Company, Inc., New York. 20 volumes.

The Best of Simple. Langston Hughes, American Century Series

"I have a dream that one day on the red hills of Georgia, sons of former slaves and sons of former slave owners will sit down together at the table of brotherhood."
. . . Dr. Martin Luther King Jr.

RESOURCE UNIT K-12
CULTURE-SHARING DAY

Concepts	Behavioral Objectives	Learning Activities	Materials & Resources
An acquaintanceship with cultural patterns of various minority groups in the community will enable students to develop better inter-group relations	Students will exhibit better classroom behavior as a result of improved understanding of various cultures Children will develop mutual respect for each other Self-concepts of minority children will be strengthened	Bring artifacts from the various cultures, and have the children explain Bring foods made from the various cultural recipes and share with class members Have children explain holidays that are unique to their culture Articles of clothing may be worn or exhibited that will represent the different cultures Let children bring music or records from home that represent the different cultures Bring magazines that are unique and cultural in aspect Provide for time in which there can be interaction (unstructured), and with a minimum of adult intervention	Materials are the articles provided by the children

A UNIT IN UNDERSTANDING AMERICAN INDIAN CULTURE

Concept	Behavioral Objectives	Learning Activities	Materials & Resources
To help establish a framework to which pupils with different environment, background and experiences can begin to relate to each other in a more meaningful way.	Physical geography and cultural variation	Map studies Locate regions of cultural similarity Locate specific groups of Indians	Books & handbooks (List to be sent) Indians in class or Members of the community who may be part (some degree) Indian. Records Film strips (List to be sent)
Social organization as related to environment and economics.	The dependence of the local environment to Indian economics	Geneologies and kinship charts Language study	
How Indians have helped develop this country	Facilities are meager if resources and technology are limited	Trip to library. Find books about Squanto, read about his life and ways in which he helped the Indians.	
How Indian guides helped explore America.	Indians helped early settlers (Pilgrims) survive the first winter	Discuss: Why were the Pilgrims unprepared for life in the New World?	
The lasting contributions that the Indian has made to American culture.	Lewis and Clark expedition was led by Sacajawea	Research project: Help students find other names of Indians who helped the Europeans.	
Cultures have changed because of the knowledge they have exchanged.	The types of foods introduced by Indians to Europeans which are used today.	Have students illustrate by drawing how foods grow from seeds.	
Social activities & fashion in one culture often became adopted by another.	Individuals will survive and remain happy if they all make contributions.	Have students display these products: potato, sweet potato, dry beans, chili pepper, corn, pear, squash, pineapple, tomato and pumpkin.	
Many Indians of the 20th century have gained fame by outstanding achievement in a variety of fields.	Clothes not only protect the body but are used to help cultural identification.		
	All cultures make contributions for a successful society.		

Develop terms such as domestication, harvest, agriculture and horticulture.

Have girls in class find recipes for Indian foods and prepare and serve them.

Have boys in class illustrate primitive tools used by Indians.

Enlist students and parents to cook an Indian dish.

Have a "Heritage Week." Emphasize all cultures.

THE LAW AND YOU

Concept

1. Develop understanding of why we have laws.
2. Learn the history, origin and development of our law system.
3. Develop respect for rights of others which are protected by laws or rules.
4. Learn to develop a set of laws or rules to govern behavior at the school and community, etc.
5. Rules are designed to protect the individual's rights and the rights of others.

Behavioral Objectives

1. Through understanding the need for laws or rules children will be able to develop appropriate school rules.
2. Learn to respect rights of others by following these rules or guides for living and working together.
3. Improve understanding of the work of police, courts, judges and lawyers.
4. Develop respect for those who enforce the law.
5. Seek to develop a sense of value in regard to property, rights of others, and self.
6. Learn how we can change laws.

Learning Activities

1. Reading and finding how and why laws were devised.
2. Discussion groups concerned with school rules, community, city, state and national laws.
3. Committees to develop school rules, room rules, playground rules. Vote on and enforce rules.
4. Play games involving rules or laws.
5. Role play judge, lawyer, court scene, police, disobeying laws, obeying laws.
6. Write a play about the "Law and You" and present it in assembly or to another class.
7. Invite policeman, lawyer, judge, etc. to visit with the class. Ask him about his work.
8. Invite members of the community to talk to children about respect for property of others, loss through theft or vandalism is indirectly your loss. Why?
9. Write a story about laws.
10. Make workbooks.
11. Video tape.
12. Tape record.
13. Read & find stories in newspaper which involve laws. Discuss in class — what would you do? What should you do?

Materials & Resources

Six booklets by Manoni

Community workers involved in courts, law making, enforcing, and protecting.

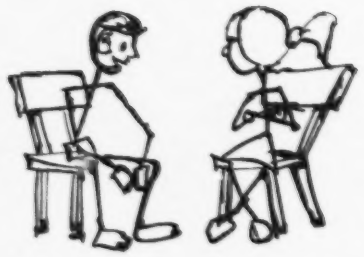
Involve parents in project.

Newspapers

Tape recorders

Film strips

Books about policemen
"Law and Order" coloring book for primary grades, Oklahoma State Department of Education



CLASSROOM ACTIVITY UNIT — SELF-CONCEPT "WHO AM I"

Elementary

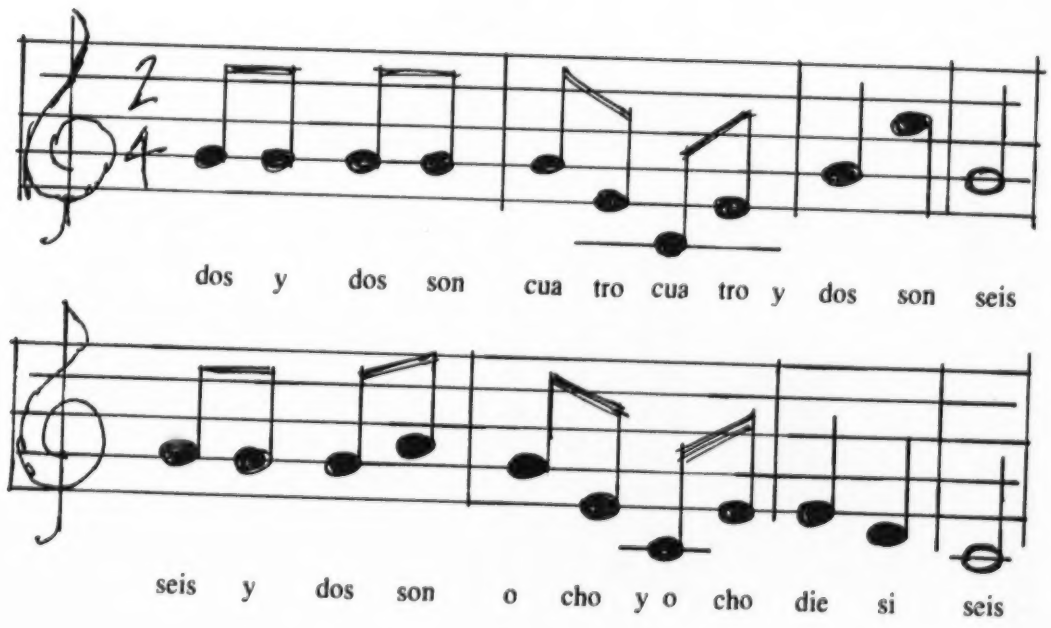
Concept	Behavioral Objectives (Understandings desired)	Learning Activities	Materials & Resources
To place a value on the child's experiences and cultural background as a source of pride and to communicate this information to the school and to the parents.	1. America is a "melting pot" and every culture has contributed and is still contributing. 2. Students are not asked to change their culture but to capitalize on it. 3. There is no competition between children.	1. Each student make a booklet of "ME." Draw a picture of himself, his house, his parents or bring pictures from home. 2. Role playing. 3. Songs. These can be from different cultural groups. Learn song **Dos y Dos Son Cuatro** in Spanish. (See Page 24)	1. Easel 2. Paper 3. Glue 4. Crayons 5. Songs — music and words to song in Spanish included.

COUNTING SONG — DOS Y DOS

dos y dos son cuatro
cuatro y dos son seis
seis y dos son ocho
y ocho diesiseis

Translation

2 and 2 are 4
4 and 2 are 6
6 and 2 are 8
and 8 = 16



ELEMENTARY UNIT — "READING IS FUN"

Concept

A library unit to use folk tales to represent most of the countries of the world.

Behavioral Objectives (Understandings desired)

1. To provide understanding of the various cultures of mankind.

2. Reading legends, folklore, fairy-tales and fables associated with different lands and people.

3. To represent the type of literature found in the 398.2 classification of the Dewey Decimal System and to acquire an appreciation of it as part of their heritage.

Learning Activities

1. Oral or written reports based on a study of folk tales related to student's own background or nationality.

2. Find different versions of a fairy-tale or folk tale as handed down by different cultures.

3. Discuss life of Aesop and his fables with the use of written morals at the end of each story.

4. Tell or read the story "Jico the Bird With the Golden Wings" by Leo Politi. Students as a group or individually can write a moral to be placed at the end of the story showing that people should not be judged.

Materials & Resources

1. "Following Folk Tales Around the World," Elizabeth Nesbitt. Compton's Pictured Encyclopedia.

2. "Fables of Aesop," Joseph Jacobs, ed. Macmillan.

3. "In Mexico They Say," Patricia Ross — Knopf.

4. "The Boy Who Could Do Anything, and Other Mexican Folk Tales," Anita Brenner — Scott.

5. "Indian Tales" Jaime de Angula, Hill & Wang.

6. "The Favorite Uncle Remus," Joel Chandler Harris — Houghton.

7. "The Cow-Tail Switch," Harold Courlander — Holt.

8. "John Henry and His Hammer," H. W. Felton — Knopf.

9. "Time for Fairytales, Old & New," May Hill Arbuthnot — Scott.

ELEMENTARY UNIT "CHRISTMAS AROUND THE WORLD"

Concept	Behavioral Objectives (Understandings desired)	Learning Activities	Materials & Resources
Christmas customs can provide cultural exchange as these can be different to ours. To place an important value to different customs and traditions.	1. Students representing various ethnic groups can be made proud of their heritage. 2. Students are not asked to change their culture but to capitalize on it. 3. Each child's cultural heritage is important and meaningful.	1. Make pinata (Mexico). Can be any shape, donkey, lamb, bull or even Santa Claus, Christmas ornament, clown etc. 2. Read library books on Christmas around the world. 3. Students can report to class on Christmas customs of different peoples. 4. Learn carols from different countries. 5. Learn to say "Merry Christmas" in different languages. Merry Christmas in Spanish — Feliz Navidad! in French — Joyeaux Noel! Investigate others.	1. Pinata can be made of cardboard or papier mache or tissue paper. 2. Glue 3. Candy for pinata. 4. If children want to bring unbreakable toys, these can also be used to fill the pinata. 6. Use students representing different cultures as resource material. Their mothers may bake holiday goodies. Mexican homes prepare: 1. tamales, sweet or chili 2. bunelos, crisp or French pastry type 3. candy called "leche quemada." In Spain they fix a candy called "Turrones" made with egg white, honey and almonds. 6. Song books. **Growing With Music**, Prentice-Hall. Contains carols from other lands. Carol in Spanish included (words and music)

LA NAVIDAD

1. O santisimo, felicisimo,
   Grati tienoi de Navidad
   Cristo el prometido
   ha por fin venido.
   Alegria, Alegria, Cristiandad.

2. O santisimo, felicisimo
   Grato tiempo de Navidad
   Coros celestiales cantan los mortales
   Alegria, Alegria, Cristiandad.

Translation

1. O holy day, happy day
   happy Christmas time.
   Christ the promised one
   has finally come.
   Joy, joy to Christians.

2. O holy day, happy day
   happy Christmas time
   celestial choirs, mortals sing.
   Joy, joy to Christians.

MINORITIES IN THE CURRICULUM

Concept

The development of respect and understanding between racial, religious, ethnic and socioeconomic groups must be one primary concern of our schools if we are to prepare students to be responsible citizens. All teachers must be sensitive to and work toward good human relations in the classroom.

Objectives

Social Studies. This field provides many opportunities to consider human relations. Special emphasis should include an understanding of and an appreciation for the historical development of society and the contributions made to it by all races of man.

Language Arts. The study of language should emphasize the need for man's ability to communicate effectively. Language usage that is peculiar to various regions and cultures should be studied. One major goal should be the development of an appreciation for the contributions of various groups to our literary heritage and culture.

Mathematics. The concept of our pluralistic society with its various percentages of minority and majority group members can be presented with figures and graphs.

Science. Studies in this area should include heredity as it affects racial differences. Myths such as those regarding racial superiority can be dispelled.

Learning Activities

Have students —
1. Contact the various agencies whose goals are the promotion of understanding of various racial, religious and ethnic groups asking for materials and/or resource people.
2. Visit religious services of different faiths.
3. Utilize role playing as one means of bringing into focus the effects of prejudice and discrimination.

Dramatizations of school problems. Group discussions and debates on controversial school issues.

Note contributions to the development of modern mathematics by men of different nationalities.
Compare population densities in relation to arca in the various countries of the world.

The contributions of all cultures and races in every area of scientific development could be used as special reports.

Materials & Resources

The Consultative Center for Equal Educational Opportunity, The University of Oklahoma, Norman, Okla.

Center for Human Relations of the National Education Association, 1201 16th Street, N.W., Washington, D.C. 20036

Toward Excellence in Cultural Understanding. Columbus Public Schools, Columbus, Ohio.

The Role of Racial Minorities in the United States. Seattle: Seattle Public Schools.

Shiver, Wayman B. "Understanding Our Prejudices." Available in mimeograph form at the Consultative Center for Equal Educational Opportunity, University of Okla.

Guidance. This area presents opportunities for pupils to learn about themselves, their self-concept, and their emotions. This can lead to an examination of why people indulge in undesirable behavior such as name calling, scapegoating, rejection and violence.

Report on the achievement of outstanding scientists from different lands in the various fields of science.

Allow children to discuss human differences. Emphasize that two causes of differences are heredity and environment. Help the children to explore their feelings pro and con about differences. Discuss differences such as size, sex, age, religion, color, interests and values.
Explore the individual differences of "growing up" (maturation).
Plan discussions pertinent to the understanding of individual differences in physical and emotional development rates. Emphasize through the use of graphs and charts development rate differences between boys and girls.

"Minorities Have Made America Great"
a. Negroes Part I (record accompaniment)
b. Negroes Part II (record accompaniment)
c. Jews (record accompaniment)
d. Italians (record accompaniment)
e. Germans (record accompaniment)
f. Irish (record accompaniment)

"Exploding the Myths of Prejudice"
a. Part I
b. Part II
Produced by Warren Schloat Production, Inc., Pleasantville, New York 10570.

The Negro Almanac, Ploski and Brown, Bellwether Pub. Co. Inc., 167 East 67th St., N.Y. 10021.

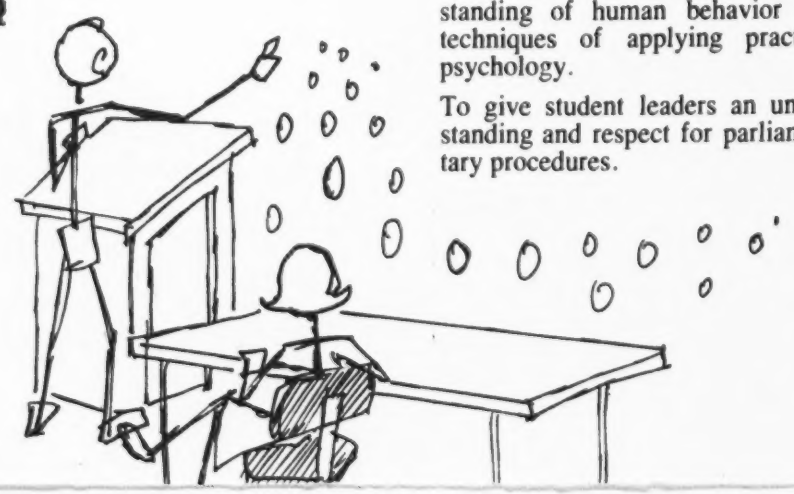
Earnest, Carol W. "Living with Difference," 1968. Teaching unit available in mimeograph form from the Consultative Center, Univ. of Okla., Norman. Noar, Gertrude. **Living with Difference.** N. Y. Anti-Defamation League of B'nai B'rith.

Study Guides in Human Relations
a. Primary Grades
b. Intermediate Grades
c. Junior High School
d. Senior High School
National Conference of Christians

LEADERSHIP IN HUMAN RELATIONS

Concept

Strong leadership within the student body provides a basis for solving various problems encountered by the public school. Therefore, it is assumed that properly directed student leaders will contribute to solving the numerous problems involving human relations.



Objectives

To develop an understanding of conditions and circumstances contributing to the variety in the make-up of the student body.

To develop the leadership potential in students from the various ethnic, religious, and socioeconomic backgrounds.

To improve the student leader's effectiveness by developing their speaking ability.

To increase the student's understanding of human behavior and techniques of applying practical psychology.

To give student leaders an understanding and respect for parliamentary procedures.

Activities

Create an organizational structure which provides an opportunity to enhance positive student leadership at all levels by one of the following:
1. Leadership class (credit)
2. Leadership club

To provide students an opportunity to study the historical and cultural contribution of the various ethnic and religious groups.

To study the social, racial, religious and economic factors related to human relations problems within the local community.

To instruct students in the art of communication with a special emphasis on public speaking.

To provide student leaders a working knowledge of the causes of human behavior through a study of psychology.

To familiarize the students with appropriate parliamentary procedures through instruction, application and practice.

Resources

A Guide for Instruction In Communication. Curriculum Section. Oklahoma State Department of Education.

Roberts Rules of Order

IN-SERVICE TRAINING PROGRAMS

Understanding by staff members of the problems facing the school setting and the values and attitudes which may be represented among staff, pupils, and parents is an important pre-requisite to improved efforts in the area of human relations education programs. These summary suggestions for in-service programs for teachers have all been conducted in Oklahoma schools. For a more detailed description, you may wish to talk with the director of the in-service program at that particular school.

IN-SERVICE TRAINING PROGRAM

"Black Music In The Curriculum"

The in-service training workshop described below was one in a series of workshops conducted for various groups of teachers in the Enid Public Schools during schoolyear 1969-1970. The workshop was designed specifically for music teachers, but with adaptations has been used with classroom teachers in general.

CONCEPTS

1. An understanding of the cultural heritage of Negro children will assist the teacher in teaching all children in a desegregated classroom.
2. Music more than any other art form has been an expression of the Negro experience in America.
3. The proper utilization of Negro music in the classroom will help children to develop better inter-group relations.
4. Teachers must use considerable care in selecting music that is relevant for use in a desegregated classroom.
5. Teachers must use methods of presenting Negro music in ways that are relevant to an integrated society.

BEHAVIORAL OBJECTIVES

1. Teachers will exhibit an understanding of the history of Negro music in America.
2. Teachers will exhibit an understanding of how the Negro experience in America has been expressed in Negro music.
3. Teachers will exhibit an understanding of the effects that Negro music can have on the attitudes of people.
4. Teachers will develop more effective methods of selecting music by and about Negroes.
5. Teachers will develop more effective methods of teaching Negro music in ways that are relevant to an integrated society.

LEARNING ACTIVITIES

Morning Session No. 1 (Approximately 1 1/2 hours):

Consultants experienced in music and human relations presented a program — utilizing narration and musical examples — that described the development of Negro music in America. The presentation covered all aspects of Negro music from its African origins to current trends in jazz and serious music. The presentation correlated the musical developments with the experiences of the Negro from the beginnings of slavery to the current time.

Morning Session No. 2 (Approximately 1 hour):

This session was an unstructured interaction which allowed teachers and consultants to explore further the material presented in the first session.

Afternoon Session No. 1 (Approximately 1 1/2 hours):

This session used both formal presentations and unstructured interaction between teacher and consultants. This session focused on the following topics related to the selection of music:

(1) the works of Negro composers,
(2) criteria to use in selecting music for use in desegregated classrooms,
(3) the use of non-Negro music that is associated with the Negro experience (ex., Stephen Foster songs)

Afternoon Session No. 2 (Approximately 1 1/2 hours):

This session used both formal presentations and unstructured interaction between teachers and consultants. This session focused on the following topics:

(1) teaching songs that contain Negro dialect,
(2) teaching traditional songs that contain terms that are offensive to many Negroes in today's society.
(3) methods of relating Negro music to other curricular areas.

MATERIALS AND RESOURCES

Consultants who were utilized:

(1) Mr. Ralston O. Pitts, Music Coordinator, Mesa, Arizona Public Schools
(2) Mrs. Freddie Cudjoe, Advisory Specialist, Oklahoma City Public Schools
(3) Mrs. June McKinney, Pianist, Oklahoma City
(4) Mr. Don Bloom, Administrative Assistant, Enid Public Schools

Materials (A packet containing copies of each of the following was given to each teacher):

(1) Baker, David. **Black Music** (A chapter from the forthcoming book by the Director of the Jazz Studies Program, Univ. of Indiana)
(2) Jones, LeRoi. **Blues People;** N.Y.: Wm. Morrow and Co., 1963.
(3) Lincoln, C. Eric. **The Negro Pilgrimage in America,** N.Y.: Bantam Books, Inc.
(4) Music Educators Journal, Vol. 56, No. 5 (Jan. 1970).
(5) Reprints of 5 current journal articles concerning Negro music and race relations.
(6) A bibliography of books and recordings dealing with Negro music.

IN-SERVICE TRAINING PROGRAM
DESEGREGATION AND INTEGRATION
CHICKASHA PUBLIC SCHOOLS

Objectives

1. To involve all school personnel in planned, organized activities that will facilitate total desegregation and integration of minority groups into all phases of the school program.
   To involve the student body in planned, organized activities that will facilitate total desegregation and integration of minority groups into all phases of the school program.
   To work with community groups to further better understanding of the different races and ethnic groups and to enable these groups to assist in the objectives for total integration.
   To work with family units to create better understanding of racial and ethnic differences.

Phase I — Organization and Planning

The following personnel and resource groups will implement the program plan to achieve the stated objectives.

A. Director: E. B. Turley, Superintendent of Schools
B. Curriculum Coordinator: Miss Wilma Cox
C. Coordinator: Mrs. Betty Glasscock
D. Secretary: From Minority Group
E. Steering Committee: Composed of faculty members, students and lay personnel
F. Consultants: To be selected from a list recommended by Consultative Center of Okla. University and Human Relations Section of the State Department of Education

Phase II — Pre-School Workshop

Participants will be the entire professsional and para professional staff of the school system. This will be a two-day workshop with the major emphasis to make the faculty sensitive to the needs of minority groups and to provide them with the necessary skills and knowledge to identify and solve human relations problems. Participating in the workshop will be Dr. Joe Hill, Assistant Superintendent of Evanston Schools, Evanston, Illinois, and consultants from the Consultative Center, University of Oklahoma.

Phase III — Administrative In-Service Workshop

The participants will be the administrative staff of all building and supervisory personnel, approximately twelve in each workshop. The major emphasis of this workshop will be to identify problems in pupil-teacher relationships and to provide leadership from the principal to the teacher and maintain proper rapport with the coordinator of the program.

Phase IV — Academic In-Service Workshop

Participants will be the department heads and instructors in social studies area.

The major emphasis of this workshop will be to integrate minority history and culture into the social studies curriculum.

Phase V — Student Activities Workshop

The participants will be the sponsors of student activities as well as in student leadership positions.

The major emphasis will be to increase the participation of minority groups in all student activities.

Phase VI — Student Involvement

Advisory committees will be formed from the student body to work with the coordinator to identify problems and secure this support in building better relations.

Phase VII — Community Involvement

The coordinator will attend community group meetings and assist in any way that would better conditions within the community and make it a better place for minority groups to live. The coordinator will also appear before all community civic groups to promote better human relations in Chickasha.

Phase VIII — Family Counseling

Teachers will be encouraged to make home visits. In addition, the local district will provide one white elementary principal and one Negro principal for home visitation and counseling on a one-half day basis.

Phase IX — Evaluation

The Consultative Center, University of Oklahoma, has pre-tested the attitude of teachers and made a complete student survey. A follow-up with a similar test and survey will give a fair evaluation.

The dissemination of the evaluation and progress reports will be made available to the community through the news media. It will also be made available to the faculty, State Department of Education and the Consultative Center. The staff of the Chickasha faculty will be made available to act as consultants to other schools, which will be dissemination of our program.

IN-SERVICE TRAINING PROGRAM
DESEGREGATION AND INTEGRATION

Title: A Proposed In-Service Educational Program to Facilitate Total School Desegregation in the Hugo Public Schools to be Implemented During the School Year 1970-71.

Submitted By:

Hugo Independent School District #39
Hugo, Oklahoma 74743

Objectives:

The objectives of the proposed program are:

(1) To improve the professional skills of the teachers in dealing with problems of school desegregation and integration;

(2) To improve the teachers' understanding of the minority group students;

(3) To improve the teachers' effectiveness in teaching the minority group student;

(4) To improve the teachers' ability to identify learning disabilities of the minority group students; and

(5) To assist in developing curricula concepts and changes in the program needed to meet the needs of all students with special emphasis on the disadvantaged and minority group students.

Procedures:

In order to enhance the schools' desegregation program and to promote increased integration in the Hugo Public Schools, a program is proposed that would:

(1) Improve the teachers' ability to identify learning disability of the minority group students which are a direct result of their early environment and lack of adequate medical attention;

(2) To aid parents, teachers, school administrators, and children in adjusting to problems related to school integration;

(3) Improve the communication and respect between the various ethnic groups within the school; and

(4) Aid professional staff members to teach more effectively in an integrated classroom situation.

The proposed program will consist of the following two major activities:

(1) A workshop designed to increase elementary teachers' understanding of the background environmental factors influencing the minority of students' achievement level and techniques for early detection of learning disabilities in youngsters;

(2) An in-service training program designed to assist secondary teachers in problems occasioned by desegregation and to improve communication skills between the various ethnic groups within the school.

Workshop For Secondary Teachers

After school has started in September 1970, a series of evening workshops will be conducted for the secondary school teachers in the Hugo public schools. These workshops will be scheduled at appropriate intervals and planned to encompass the total school year. The total group of secondary professional personnel (teachers and administrators) will meet in a training session as a group for four separate three-hour sessions. In addition, training sessions will be conducted for professional personnel with common problems and unique needs, such as the coaches, administrators, music, art, English, mathematics, vocational education, et al. It is projected that the activity will require a minimum of three training sessions for each special interest group. Therefore, each professional staff member will be involved in at least six in-service training sessions during the school year. The participants will be paid a stipend of $7.50 for each three hours of the workshop session. Necessary books and supplies related to the areas of instruction will be provided for all participants. These workshops will be conducted by appropriate consultants with expertise in solution of problems occasioned by integration. These consultants will be selected through the cooperative efforts of the Oklahoma State Department of Education and the Hugo public school administration. The superintendent of the Hugo public schools will have the final decision on this selection of consultants.

These workshops for secondary teachers and administrators will be devoted entirely to improving professional skills in dealing with problems of school desegregation and integration. Emphasis will be placed on enhancing the communication between the various ethnic groups enrolled in the school system.

IN-SERVICE TRAINING PROGRAM
INDIAN EDUCATION
CARNEGIE PUBLIC SCHOOLS

Behavioral Objectives (Understandings desired):

1. Better understanding by teachers of Indian pupils.
2. More concern by teachers for the education of Indian pupils.
3. More knowledge of Indian history and culture on the part of the faculty.
4. Teachers should become more sensitive to the needs of Indian pupils.
5. Teachers should become more sensitive to the feelings and attitudes of Indian pupils.

Learning Activities:

1. Lectures to the entire faculty by experts in Indian history, Indian culture, Indian needs and attitudes, and Indian beliefs and concepts.
2. Large group reaction and discussion of the input by experts.
3. Small group reaction and discussion of the input by consultants.
4. Sensitivity sessions using Indian college pupils and Indian educators.
5. Reading of materials selected for use in the in-service program.
6. Discussion of case histories of Indian pupils in the group sessions.

Materials, Resources:

1. Consultants from the University of Oklahoma.
2. Indian students and Indian educators used as resource people.
3. History materials (including slides) compiled by Dick Swift, special Indian history teacher at Carnegie.
4. Bibliographies compiled by the Consultative Center at Oklahoma University, the Carnegie Public School System, and the University of Oklahoma Press.
5. Attitude survey compiled by the Consultative Center at Oklahoma University.

IN-SERVICE TRAINING PROGRAM

"Guidance and the Minority Group Student"

The following is a brief description of a two-day workshop that was conducted for guidance personnel in the Enid Public Schools during school-year 1969-1970

CONCEPTS

1. A knowledge of the special problems of minority group children are basic to effective counseling with these children.
2. Many traditional techniques of guidance and counseling are inappropriate or ineffective with minority group students.
3. The counselor's personal prejudices are often detrimental to the counselor's effectiveness with minority group students.

BEHAVIORAL OBJECTIVES

1. The counselor will exhibit a more thorough knowledge of the special problems of minority group students.
2. The counselor will exhibit an understanding of guidance techniques that are appropriate for use with minority group students.
3. The counselor will gain an insight into his own personal prejudices and the effects they have on counselees.
4. The counselor will develop methods of coping with his personal prejudices that might impair his counseling effectiveness.

LEARNING ACTIVITIES

First Day

Morning Session (Approximately 2 1/2 hours)
(1) Formal Presentation: "Human Relations as a Part of the Total Guidance Program"
(2) Panel reaction to the formal presentation
(3) Unstructured interaction between counselors, panel and speaker

Afternoon Session (Approximately 3 hours)
(1) "Three Viewpoints on Counseling With Minority Group Students" — Formal Presentations by three counselors who are experienced in the field
(2) Unstructured interaction between counselors and the three speakers

Second Day

Morning Session (Approximately 3 hours)
(1) Formal Presentations: "The Pro's and Con's of Standardized Testing With Minority Group Students"
(2) Unstructured interaction between counselors and the two speakers

Afternoon Session (Approximately 3 hours)
(1) Formal Presentation: "Counselor Prejudice and the Counseling of Minority Group Students"
(2) Unstructured interaction between counselors and speaker

MATERIALS AND RESOURCES

Consultants who were utilized:

1. Charles Butler, Consultative Center, O.U.
2. Lance Cudjoe, Oklahoma City Public Schools
3. Malyne Gallimore, Oklahoma City Public Schools
4. Robert Hudson, California Test Bureau
5. James Mosely, Consultative Center, O.U.
6. Thomas Wiggins, University of Oklahoma

Materials (Each counselor received a packet containing the following):

1. "Guidelines for Testing Minority Group Children." Ann Arbor, Mich.: Society for the Psychological Study of Social Issues.
2. "Racism in Counseling." **Counselor Education and Supervision,** Vol. 9, No. 1, (Fall, 1969).
3. "Testing Job Applicants from Disadvantaged Groups" (Test Service Bulletin No. 57). N.Y.: The Psychological Corp.
4. "Demonstrations and Riots: An Elementary Guidance Unit" — a reprint of a section from "Pilot Programs in Elementary Guidance in Oklahoma," Oklahoma State Dept. of Education.
5. Lincoln, C. Eric. "The Negro Pilgrimage in America." N.Y.: Bantam Books, Inc. Also, several consultants provided materials pertinent to the workshop.

The committee is hopeful that each person will honestly answer the questions in this self-evaluation check list. It is not intended that your answers to this list be graded, averaged, scanned, or discussed by others but it is intended as a self-evaluation which may provoke for each one some soul-searching thought.

SELF-EVALUATION CHECK SHEET

Yes No

1. Do I accept each pupil in my room and give them all equal rights with equal responsibilities?
2. Do I feel or know that **all** students, given the opportunity, can learn?
3. Do I recognize and appreciate the individual differences, similarities and abilities of each child?
4. Do I know the cultural differences that may exist in our community?
5. Am I secure in my dealings with mixed groups when ticklish situations develop?
6. Do I have a prejudice against any **one** race?
7. Do I believe the religious belief or lack of one of each person is his individual right and does not in any way affect my acceptance and respect for him?
8. Do I tend to judge a person's ability and character by his dress and hair style?
9. Do I feel there is a "generation gap" which prevents meaningful communication and understanding between me and my students?
10. Do I listen as well as I talk?
11. Do I feel free to talk with the administrators and other teachers?
12. Do I gossip about teachers and pupils?
13. Would I work as hard to help the undesirable, underprivileged, unlikable child as I would the gifted, influential, likable youngster?
14. Do I believe teacher permissiveness in the classroom indicates
    love
    hate
    indifference

If you have answered all the above questions in the affirmative, what course of action do you feel should be undertaken in our schools to bring about an improvement in human relations?

If you cannot answer all the above questions in the affirmative, then WHAT???

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